

Hughes Middle

122 DeOyley Avenue
Greenville, SC 29605

Grades 6-8 Middle School

Enrollment 863 Students

Principal Dr. Lorraine Watson 864-355-6200

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	32	18	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 25 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	No

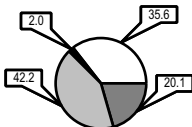
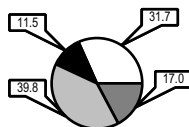
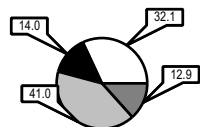
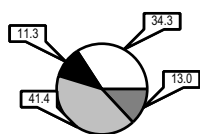
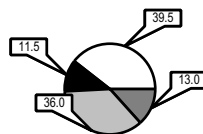
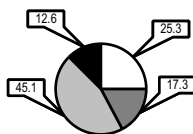
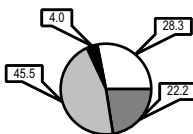
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.3	96.9
English 1	100.0	90.4
Biology 1/Applied Biology 2	N/A	60.4
Physical Science	N/A	50.3
All Subjects	98.9	93.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	861	94.9	35.1	42.0	20.7	2.1	32.2	Yes	Yes
Gender									
Male	455	93.8	41.3	39.5	17.5	1.8	26.8	N/A	N/A
Female	406	96.1	28.5	44.8	24.3	2.5	38.1	N/A	N/A
Racial/Ethnic Group									
White	308	97.4	17.2	40.7	38.3	3.8	54.1	Yes	Yes
African American	482	93.2	46.8	42.9	9.5	0.7	17.8	No	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	60	95.0	48.9	36.2	12.8	2.1	17.0	No	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	744	99.2	30.5	44.3	22.8	2.3	35.5	N/A	N/A
Disabled	117	67.5	81.2	18.8	0.0	0.0	0.0	No	No
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	860	94.9	35.1	42.0	20.7	2.1	32.2	N/A	N/A
English Proficiency									
Limited English Proficient	35	94.3	70.8	25.0	4.2	0.0	8.3	I/S	I/S
Non-Limited English Proficient	826	94.9	34.0	42.6	21.3	2.2	33.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	448	92.2	49.6	41.9	7.4	1.1	16.3	No	Yes
Full-pay meals	413	97.8	21.8	42.1	33.0	3.0	47.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	860	95.5	29.2	41.1	17.7	12.0	38.3	Yes	Yes
Gender									
Male	455	94.7	30.2	38.5	16.6	14.6	38.8	N/A	N/A
Female	405	96.3	28.2	43.9	18.8	9.1	37.8	N/A	N/A
Racial/Ethnic Group									
White	307	97.7	12.1	33.9	29.1	24.9	62.6	Yes	Yes
African American	482	93.8	40.3	46.1	10.9	2.7	22.1	Yes	Yes
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	60	96.7	41.7	39.6	6.3	12.5	27.1	No	Yes
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	744	99.3	25.1	42.5	19.2	13.2	41.9	N/A	N/A
Disabled	116	70.7	70.0	27.1	2.9	0.0	2.9	Yes	No
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	859	95.5	29.2	41.1	17.7	12.0	38.3	N/A	N/A
English Proficiency									
Limited English Proficient	35	97.1	56.0	36.0	4.0	4.0	16.0	I/S	I/S
Non-Limited English Proficient	825	95.4	28.3	41.3	18.1	12.3	39.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	448	92.9	41.4	45.2	9.9	3.6	21.1	Yes	Yes
Full-pay meals	412	98.3	18.0	37.3	24.9	19.8	54.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	862	98.1	46.3	29.0	13.5	11.3	24.8
Gender							
Male	456	98.0	46.3	24.8	14.0	14.9	28.9
Female	406	98.3	46.2	33.6	12.9	7.3	20.2
Racial/Ethnic Group							
White	308	98.4	23.2	30.7	20.5	25.6	46.1
African American	483	98.1	61.7	28.4	7.6	2.3	9.9
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	60	96.7	54.2	20.8	18.8	6.3	25.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	744	99.2	41.0	31.0	15.3	12.8	28.1
Disabled	118	91.5	82.8	15.2	1.0	1.0	2.0
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	861	98.1	46.3	29.0	13.5	11.3	24.8
English Proficiency							
Limited English Proficient	35	97.1	64.0	28.0	8.0	0.0	8.0
Non-Limited English Proficient	827	98.2	45.7	29.0	13.6	11.7	25.3
Socio-Economic Status							
Subsidized meals	449	96.7	63.3	26.6	6.5	3.6	10.1
Full-pay meals	413	99.8	29.8	31.3	20.3	18.8	39.0

Social Studies							
All Students	861	98.3	32.0	41.0	13.0	14.0	26.9
Gender							
Male	456	98.0	31.3	36.6	14.9	17.1	32.0
Female	405	98.5	32.8	46.0	10.8	10.5	21.2
Racial/Ethnic Group							
White	308	98.7	15.3	38.1	19.7	26.9	46.6
African American	482	98.1	43.2	42.8	8.5	5.5	14.0
Asian/Pacific Islander	8	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	60	96.7	39.6	39.6	12.5	8.3	20.8
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	744	99.3	25.7	44.3	14.2	15.8	30.0
Disabled	117	91.5	76.5	18.4	4.1	1.0	5.1
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	860	98.3	32.0	41.0	13.0	14.0	26.9
English Proficiency							
Limited English Proficient	35	97.1	44.0	52.0	0.0	4.0	4.0
Non-Limited English Proficient	826	98.3	31.6	40.7	13.4	14.3	27.7
Socio-Economic Status							
Subsidized meals	449	96.7	44.7	40.8	9.3	5.2	14.5
Full-pay meals	412	100.0	19.8	41.3	16.5	22.5	39.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	317	98.7	42.5	30.7	22.6	4.2	26.8
	7	303	99.3	33.3	47.4	18.1	1.1	19.3
	8	348	98.9	32.6	43.9	18.4	5.2	23.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	291	96.2	38.0	36.8	21.7	3.5	25.2
	7	287	95.1	34.0	43.9	20.9	1.2	22.1
	8	283	93.3	33.3	45.5	19.5	1.6	21.1
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	317	99.1	32.2	31.1	22.1	14.5	36.7
	7	303	100.0	36.7	36.3	13.3	13.7	27.0
	8	348	98.3	45.8	37.7	11.4	5.2	16.6
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	291	96.6	24.3	44.8	18.1	12.7	30.9
	7	287	96.2	28.0	37.0	19.3	15.7	35.0
	8	282	93.6	35.8	41.5	15.4	7.3	22.8
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	317	99.1	45.7	26.6	12.8	14.9	27.7
	7	303	99.7	37.8	35.9	11.9	14.4	26.3
	8	348	97.4	48.9	36.7	7.5	6.9	14.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	291	98.6	57.1	21.1	10.5	11.3	21.8
	7	287	97.9	38.2	29.4	17.9	14.5	32.4
	8	284	97.9	43.2	36.7	12.0	8.1	20.1
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	317	99.1	33.9	35.6	15.9	14.5	30.4
	7	303	98.7	35.2	33.0	13.1	18.7	31.8
	8	348	97.7	36.6	38.2	12.7	12.4	25.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	291	99.0	27.0	46.8	11.6	14.6	26.2
	7	287	97.9	38.2	32.8	10.3	18.7	29.0
	8	283	97.9	31.0	43.4	17.1	8.5	25.6

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 863)				
Students enrolled in high school credit courses (grades 7 & 8)	40.2%	Up from 38.4%	17.8%	16.7%
Retention rate	0.9%	Down from 1.8%	2.5%	2.5%
Attendance rate	97.1%	Up from 95.7%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Down from 5.1%	0.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 5.0%	0.0%	1.0%
Eligible for gifted and talented	24.5%	Up from 24.4%	18.8%	15.6%
On academic plans	30.9%	N/AV	40.5%	39.9%
On academic probation	18.3%	N/AV	0.5%	0.7%
With disabilities other than speech	12.4%	Down from 13.4%	12.5%	12.4%
Older than usual for grade	2.1%	No change	4.4%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	17.7%	Up from 3.6%	0.6%	0.9%
Annual dropout rate	0.0%	Down from 0.7%	0.0%	0.0%
Teachers (n= 54)				
Teachers with advanced degrees	55.6%	Up from 52.8%	51.5%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.0%	N/A	7.3%	9.1%
Teachers with emergency or provisional certificates	6.7%	Up from 6.3%	3.1%	5.6%
Teachers returning from previous year	82.2%	Down from 83.3%	87.4%	84.6%
Teacher attendance rate	95.1%	Down from 95.6%	94.8%	94.8%
Average teacher salary	\$41,046	Up 2.4%	\$42,784	\$42,267
Prof. development days/teacher	12.6 days	Up from 8.1 days	12.3 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	21.5 to 1	Down from 22.1 to 1	21.9 to 1	21.1 to 1
Prime instructional time	90.7%	Up from 90.2%	89.7%	89.0%
Dollars spent per pupil*	\$4,972	Up 9.5%	\$6,269	\$6,243
Percent of expenditures for teacher salaries*	60.7%	Down from 61.2%	60.6%	59.8%
Percent of expenditures for instruction*	68.1%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	88.7%	Up from 24.6%	98.3%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	Down from Good	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Hughes Academy of Science & Technology is to create independent thinkers for the future in an ever-changing society. Our developmentally appropriate, school-wide curriculum is fully aligned to state and national standards. Faculty and support staff members are dedicated to concentrating on best practices and strategies that support collaborative and continuous improvement. Assessment strategies are used to determine what can be done to improve the educational profile and academic standing of our school.

This year, we focused on making improvements to increase the academic expectations and opportunities for each student. Hughes Academy provided more opportunities for students to acquire the skills necessary to identify and apply technology across the curriculum. We also provided a supportive school environment that promoted student learning. Faculty and staff made an effort to improve communications between homes, the school, and the community.

Our students were provided with opportunities to broaden their educational opportunities in the classrooms and beyond. In addition to the grade level curriculum, students were given opportunities to enroll in high school credit courses and select from a variety of mini-courses designed to extend and broaden their knowledge gained in the basic curriculum. MAP testing has been implemented at the school using prescribed instruction based on individual student results. The Gateway to Technology course was added to the curriculum this year in an effort to strengthen the technology connection. The students were also given additional opportunities to participate in after-school enrichment activities such as chess, Beta Club, science clubs, band, choir, music, student council, and other academic, artistic, and social activities. These learning opportunities along with a strong athletic program allowed us to develop the total child.

Our community continues to perform a vital role in educating the youth of tomorrow. The PTSA at Hughes continues to initiate and support numerous opportunities for student and parent involvement on our campus. The School Improvement Council (SIC) is a valuable resource in evaluating growth areas viable to the health of our school. The SIC strives to assist the improvement of the academic environment of our students. Business partner Michelin of North America provides Hughes Academy with resources such as tutors, speakers, and financial support for incentive programs. This support is greatly appreciated and aids in the overall atmosphere of this school.

The educational climate at Hughes Academy continues to improve. The uniform dress code is continuing to provide benefits. The number of suspensions and referrals for discipline-related issues continues to decline. The teachers continue in their efforts to become more effective classroom instructors by seeking advanced degrees with the goal of all teachers achieving highly qualified status. We look forward to a successful 2006-2007 school year.

Dr. Lorraine Watson, Principal
Mr. Dan Einstein, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	54	247	73
Percent satisfied with learning environment	81.1%	66.0%	79.5%
Percent satisfied with social and physical environment	83.3%	69.0%	70.8%
Percent satisfied with school-home relations	88.9%	82.1%	65.3%

*Only students at the highest middle school grade level at this school and their parents were included.